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TITLE Reading Expertise Through Continuing Inservice Programs for Educators (RECIPE). Description of Teacher Inservice Education Materials.

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ABSTRACT

The described inservice teacher education materials are designed for the first-year teacher at the elementary grade level with the specific area of concentration on the teaching of reading. The objectives for new teachers are outlined as well as the contents of the booklets that comprise the learning module. Activities and resources involved in the use of the product are described, and ordering information is provided. A critique of the product is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: READING EXPERTISE THROUGH CONTINUING INSERVICE PROGRAMS FOR EDUCATORS (RECIPE)

Publication Date(s): September, 1976

Intended Users: First year in-service elementary school teachers; adaptable for all other elementary classroom teachers interested in planning, organizing and implementing a reading program

Grade Level(s): K - 6

Number: Individual or class-sized groups

Primary Focus: The product intends to provide assistance for elementary school teachers at the opening of their first teaching year. Specific area of concentration is the teaching of reading.

School subject(s) and/or inservice topic(s) covered:

The school subject focused in this program is elementary reading/language arts. Sub-topics include spelling, written and verbal communication skills, proofreading, outlining.

Inservice topics covered include planning and organizing an instructional course, implementation of a reading program, and classroom management.

What participant does in using the materials: Participant:

- Attends two half-day workshops during the work week prior to the arrival of children.
- Reads program booklets.
- Attends open house at media center where s/he examines available teaching materials, i. e., games, kits, tapes, books.
- Attends ongoing workshop sessions during the first eight weeks of school (topics include: continuous progress, evaluation and directed reading activities.)

Resources:

Resources required for implementation of the program include: one copy of each of the six module booklets per participant; an instructor to conduct workshops; first year elementary school teachers; members of Title N-C team (or other assistant program instructors) to assist in-classroom instruction and to provide release time for participants; project materials, i. e., kits, games tapes, transparencies, books. Implementation time spans the opening two months of the academic year.

Describer critique:

The product is useful for beginning elementary teachers because it anticipates so many potential difficulties and provides guidelines for reading instruction implementation. The program will not be as effective for experienced teachers, many of whom already have the skills described.

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1.0 PURPOSES:

Rationale

In presenting the program's rationale, the developers state: "...Many qualified (teachers) abandon the profession after a traumatizing first year. The processes developed through this project are an attempt to keep such individuals in the profession and to make the first year of teaching rewarding for both teachers and students." Specific objectives are listed below.

Objectives - New Teachers

"The teacher will be able to:

I. Implement Effective Instruction

- A. Plan and organize meaningful activities for the first weeks of school.
- B. Use varied instructional materials.
- C. Use the continuous progress skills continuum to determine learning needs.
- D. Use the curriculum guides for instructional plans.
- E. Devise a filing system for continuous progress records.
- F. Evaluate student progress.
- G. Select appropriate texts.
- H. Develop skills in assessing motivation, attitudes and interpersonal relationships of students.
- I. Identify special services available for referral purposes.

II. Organize the Classroom

- A. Organize a notebook to keep records of attendance, money, and other needed information.
- B. Set up daily and weekly schedules for instructional purposes, coordinated with fixed schedule items and team members.
- C. Devise an assignment schedule for students.
- D. List the manner in which papers will be stored.
- E. Devise methods for enabling children to move into small groups and individual activities.
- F. Monitor small groups effectively.
- G. Use varied instructional methods.

III. Manage Children and Maintain Discipline

- A. Identify with children the behavior expected in the classroom.
- B. List ways in which expected behavior can be achieved.
- C. Provide an environment conducive to expected behavior.
- D. Explain and demonstrate methods of handling disruptive classroom behavior.
- E. Give directions effectively.
- F. List and use varied attention-getting devices and transitional activities."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The booklets are to be used as part of a complete project (RECIPE), an acronym for "Reading Expertise through Continuing Inservice Programs for educators which includes a co-ordinator and media components (not part of any particular system -- each user may substitute these.)

TABLE OF CONTENTS

1. "Life Support for New Teachers"		
Introduction -----	15 pp	
Appendix A -----	25 pp	
Appendix B -----	2 pp	
2. "Reading Can Be Dynamic, Relevant and a Lot of Fun"		
Introduction -----	4 pp	
Appendix A -----	12 pp	
Appendix B -----	22 pp	
Appendix C -----	3 pp	
Workshop C -----		2 hours
3. "Outlining and Main Idea" -----	39 pp	
4. "Proofreading for Super Snoopers" -----	30 pp	
5. "Make N' Take Production Workshops"		
Introduction -----	2 pp	
Appendix A -----	15 pp	
Appendix B -----	2 pp	
6. "What's Black and White and Red All Over"		
Introduction -----	8 pp	
Appendix A -----	6 pp	
Appendix B -----	2 pp	
Appendix C -----	2 pp	
Workshop C -----	17 pp	2 hours

Sequencing

Though the individual components of this program may be ordered and used separately, the describer feels that the program will be most effectively used in its entirety, as part of a total inservice training project. No particular sequence for use of the booklet is stated by the developer; it is assumed that sequencing will be established by the workshop instructor.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Users are to participate in a workshop or a series of workshops.

As part of Project, users are to work with Title IV-C Personnel who will assist them in classrooms.

Users are to read material in booklets, try activities.

Users are to go to a media-materials openhouse to see the materials, tapes, supplies available.

Users are to evaluate material and fill out "feed-back" information forms.

3.2 Help given in use of product:

No instructor's materials are provided with the product, as such. The materials themselves serve as guidelines for workshop sessions. The nature of the program (a series of workshops, and instructor-assisted classroom sessions) makes implementation by trained, specially qualified instructors necessary.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Informal evaluation will be made by members of the Title IV-C Team (or by other assisting instructors) during the first two months of the school year. Participants will be able to evaluate their own learning in the ongoing training workshops. No evaluation "tests" are given. Participants frequently are asked to evaluate the program's usefulness and effectiveness.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Resources required are: the six booklets (listed in 5.3);
 An instructor to conduct workshops;
 Teachers to participate;
 Title IV-C staff or other supervisory personnel;
 Media materials (substitutes acceptable);
 A classroom with ordinary classroom equipment; and
 Elementary school reading students.

Implementation time spans the first two months of the academic year.

5.2 Distributor name/address:

RECIPE
 York County Public Schools
 302 Dare Road
 Grafton, Virginia 23692

804 898-7201

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
"LIFE SUPPORT FOR NEW TEACHERS"	\$1.50		1	Yes
"READING CAN BE DYNAMIC, RELEVANT AND A LOT OF FUN"	\$1.50		1	Yes
"MAKE N' TAKE PRODUCTION WORKSHOPS"	\$1.25		1	Yes
"OUTLINING & MAIN IDEA"	\$1.25		1	Yes
"PROOFREADING FOR SUPER SNOOPERS"	\$1.25		1	Yes
"WHAT'S BLACK AND WHITE AND RED ALL OVER"	\$1.25		1	Yes

Products may be ordered together or separately.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

O. Jarren Redhair was the Project Coordinator of the Title IV-C Staff. Other members came from the York County Public Schools, including:
 Donald S. Bruno, Superintendent of Schools
 Walter L. Gant, Assistant Superintendent of Schools
 Richard B. Miller, Assistant Superintendent

Two State Department of Education Officials assisted:
 Francis T. Phillips, Jr., Supervisor, Special Programs and Grants
 Macio H. Hill, Assistant Grants Supervisor, Special Programs and Grants

Roger Ries, Associate Professor of Education, College of William and Mary, also gave suggestions.

6.2 How developed and when:

The project was funded under Title IV-C, Public Law 93-380, York County, Virginia. The project material was developed through the efforts of nine staff members, working with teachers within York County's schools. "The development of a central media center to provide teachers with commercially produced and staff constructed materials is an additional component of the project."

6.3 Evidence of effectiveness with users:

21 teachers new to York County participated in the Title IV-C program during 1974-1975 and 1975-1976. Three categories were reported on:

- (1) Pre-school workshop evaluation (nearly 35% of the teachers gave the workshop a rating of 'very helpful' in 1974-75; with 75% giving the same rating in 1975-76).
- (2) Classroom assistance for new teachers (45% of the teachers gave the workshop a rating of 'very helpful'; with 68% giving it the same rating in 1975-76).
- (3) Inservice workshops for teachers (75% of the teachers rated the workshop as 'very helpful' in 1975-76).

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality: The product tries to help beginning elementary teachers through their first difficult months. It does meet this need because it is so thorough, so thoughtfully developed; it covers many aspects of potential problem areas for new teachers. The language is clear, the appendices are practical. It is not very adaptable, for many experienced teachers will feel they already know the material. Technically, it is adequate. Material is presented in a creative, interesting manner.

Content accuracy/social fairness/community acceptance issues:

The content seems accurate. Not enough emphasis seems to be placed on such skills as paragraphing (in the "Proofreading For Super Snoops" Component). No sexual or racial bias seems evident. Some people may object to the middle-class orientation of the booklets.

Overall summary/comment:

This is a practical, well-tested, thoughtful program for the first-year elementary teachers. The experience-based nature greatly enhances the program, which is wide in scope and deep in substance. The language, the order, the subjects and sub-topics covered and the many check-lists and careful evaluation all are positive features. It will be of less value to the experienced teacher, but will serve as a good review.